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ABSTRACT

This module is directed at personnel working or planning to work in the areas of guidance, counseling, placement and follow-through in junior and senior high school settings, grades 7-12. The module topic is career guidance for young women of junior and sinior high school age, and the focus will be on providing nonbiased career guidance which facilitates young women's consideration of the full range of career options. The module is designed as a six-hour workshop to be run by a coordinator. The Guide define's the coordinator's role in four areas: setting the tone, setting the pace, facilitating, and evaluating. Specific suggestions are given for preparing and carrying out the workshop, as well as for implementing each activity. (Author/BP)

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ED140201

career guidance
staff development

COORDINATOR'S GUIDE

Providing Career Guidance for Young Women

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by
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National Consortium on
Competency-Based Staff Development

COORDINATOR'S GUIDE

PROVIDING CAREER GUIDANCE FOR YOUNG WOMEN

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December 1976

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Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, and spend time orally covering the points. Keep the flow smooth at junctures in the module--winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people; don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right directions; nudge them that way when they're not. Participate as necessary in the evaluation procedures related to assisting the participants' successful achieve-

ment of the module objectives. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of the Coordinator (to be used as a checklist as you go through the module)

Prior to the workshop:

1. Study the module thoroughly ahead of time. Be familiar with the participant materials and this Coordinator's Guide.

2. Make sure all needed materials are present for the workshop.

At the workshop:

1. Introduce yourself to participants and them to each other. Briefly explain your background and the role you will play in the module.

2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to them.

3. Introduce the basic purposes and structure of the module by going over the module goal and objectives.

4. Follow the procedures outlined in the remainder of this Coordinator's Guide for conducting the various discussions, activities, and evaluations.

5. Conduct a wrap-up session. Your tasks here are to

   a. Summarize what has gone on and been accomplished.
   b. Resolve any unanswered questions.
   c. Point out sources for additional study. Go through the Reference section briefly; add any sources you know of.
   d. Mention any technical assistance available--experts related to module topics to whom they might be able to turn.

6. Throughout, observe how things go, and collect suggestions for ways to improve the module. Keep a written account of these.

OUTSIDE MATERIALS NEEDED FOR MODULE

1. Paper, pencils, and pens.
2. Blackboard, chalk, and eraser; or large sheets of newsprint and marking pen.

Objective 1

Have the participants read the brief text section and the instructions for the activity related to Objective 1 in their modules. Or give them this information verbally if you like, rather than having them read it. Then have them read the excerpts from the interview titled "Did You Ever Hear the One About the Farmer's Daughter?" from *Working* by Studs Terkel. To make the reading as dramatic as possible, have them take turns reading a few sentences or a paragraph out loud.

Then have the group choose the numbered passages which they are most interested in discussing. Lead the group in a discussion of the implications of the attitudes or behaviors represented in these. Spend approximately an hour on this. Following are descriptors of the attitudes or behaviors represented in each numbered passage; you can refer to these as necessary to get discussion started:

1. Women are expected to know about domestic things and men aren't.

2. Men tend to be promoted before women in similar positions, and men tend to make more money than women in the same position.

3. Women are very often put into purely decorative work roles.

4. Very often the first assumption about a women in a professional position is that she is a secretary.

5. Some men resent women who make more money than they do.

6. Some men don't take women seriously as professional equals and competitors.

7. Women are assumed to have delicate sensitivities and to be offended by swearing.

8. Some men don't know how to relate to a professional woman and are confused about whether they should acknowledge her as a woman at all.

9. Women in professional capacities very often are not taken seriously at first or are even ignored.

10. Married professional women pose less of a sexual threat to some men than unmarried professional women.

11. It is sometimes assumed that a successful professional women has attained her position by sleeping with her boss.

12-14. Some men feel that a professional woman is not normal. Items (12), (13), and (14) contain three different examples of the labels of abnormality that are sometimes attached to professional women:

12. They are sexually frustrated.

13. They are lesbians.

14. They've got a chip on their shoulder and are out to prove something.

You should keep the discussion from turning into a women versus men free-for-all. Some things to be kept in mind are that (1) the passages represent one particular person's perceptions and experiences and are not necessarily generalizable to all situations, (2) not all men exhibit all or any of the attitudes or behaviors presented, and (3) some women exhibit some of these attitudes or behaviors.

Ask the group to think of any other biases, myths, or sex-role stereotypes which serve to inhibit young women's consideration of the full range of career options, keeping in mind that we are using "career" to mean the total pattern of activities and experiences that make up the various aspects of a person's life. Lead a discussion of any additional biases, myths, or stereotypes they suggest.

Examples you might use to stimulate their thinking include the following:

1. Women aren't as effective as managers or as committed to their work as men are.

2. Women are more emotional and unstable than men.

3. There's something wrong with a woman who doesn't want children.

Throughout all of the discussion, encourage the participants to examine their own personal biases related to career options for women. Have the group consider how holding the various biases, myths, and stereotypes they are discussing might influence the guidance they provide to young women and have them think of ways to keep these attitudes from interfering in their attempt to facilitate young women's consideration of the full range of career options. Remind them that biases can be either positive or negative.

After all discussion is concluded, allot the participants ten minutes to write the paragraph required for successful achievement of Objective 1. At the end of the ten minutes, have them exchange papers and use the checklist provided in the module for Objective 1 to certify that each other's paragraphs contain the three elements specified for inclusion in the paragraph. (Or collect and check the papers yourself.) If any

participant feels that the paper s/he checked does not meet the requirements of the objective, discuss this with the checker and the person whose paper s/he checked and try to arrive at a mutually satisfactory resolution. If time permits, give any participants who are interested the opportunity to share the contents of their paragraph verbally with the other members of the group.

Objective 2

You should thoroughly familiarize yourself with the game "When I Grow Up I'm Going to be Married" before coming to the workshop, since you will be responsible for leading it with the module participants as "players." Make sure you have completed all of the leader's advance preparations which are described in the module.

Have the participants read the text section in their modules which discusses the need for young women to develop a wide range of decision-making and related skills, the rationale for including the game in this module, and the rationale for having the participants themselves take part in the game as "players" during the module. If you choose, you may give them a brief mini-lecture on this information, rather than having them read it. Discuss any questions or comments they may have.

Then lead them through the game. You may want to list the statistics for the game on a blackboard or newsprint. You should allow an hour to an hour and a half for this. If there are more than ten people in the group, ask for ten volunteers to be players. Or suggest that more than one person take the same profile. This might add an interesting variation to the game since different people will construct different projected lives on the basis of the same statistics, and the same Chance Factors may impact on those projected lives in different ways. All module participants can benefit from taking part in the group problem-solving process, whether they are assigned a profile or not. If you have more than one module coordinator and more than ten participants, you could split the group up. If there are fewer than ten people in the group, ask for volunteers to take more than one profile. You may not have time to go through all ten profiles, but try to do as many as possible. Each profile gives the participants experience in solving the game problems and thus better prepares them for leading the game themselves.

After going through the game, lead a discussion of goals which the game can be used to help meet. Ask the group to generate as many goals as they can. If the group is large, split it into small groups to talk about goals for the game and then reassemble for discussion of all the goals generated. Have the group read the list in their modules of suggested *Goals Which the Game Can be Used to Help Meet*, and discuss any goals on this list which the group has not already generated.

Then have the participants read over the lists in their modules of *Advance Preparations Required of the Leader*, and *Steps to Follow in Leading the Game*. Ask if they can think of any additional ways to extend the game, and discuss any ideas they suggest. Have them read and discuss the *Suggested Adaptations of the Game*. Ask if there are any other adaptations they would make in using the game with young women in their own settings. Discuss any suggested adaptations and the participants' reasons for making them. Remind them that a simple adaptation would be to write their own set of Chance Factors.

Then have the participants go through the procedures described in the module for meeting the requirements of Objective 2. Answer any questions they may have about this procedure. Tell them that they may use the various lists provided in the module as aids in completing the outline which is required. Allot them 20 minutes writing time for completing the outline. At the end of the 20 minutes, have them exchange papers and use the checklist provided in the module for Objective 2 to certify that they have each met the requirements of the objective. (Or collect and check the papers yourself).

Objective 3

I. Have the participants read silently or aloud the introduction to Objective 3 in their modules and the section on *Reasons for Designing Career Options Exploration Strategies for Young Women*. If you prefer, give them a brief mini-lecture on these sections, rather than having them read them. Then lead a discussion of the reasons presented in the text and any additional reasons the participants suggest. An abstracted list of the reasons in the text is provided on page 9 of this guide for your reference during the discussion. Use the following questions to stimulate discussion:

1. Can you think of additional reasons, not presented in the text, for designing career options exploration programs for young women?

2. Of the reasons presented in the text or suggested by participants, which do you think would be most convincing to the parents, administrators, and others in your setting whose support you would need in order to implement such programs?

3. What objections do you think might be raised by various groups <u>against</u> implementing career options exploration strategies for young women, particularly in your own setting?

4. Can you think of reasonable responses or rebuttals to the various objections which might be raised? Again, think particularly of the conditions which exist in your own setting.

Tell the participants that this discussion will be helpful to them in meeting the requirements of Objective 3. You may want to use a blackboard or newsprint to list the additional reasons suggested by participants, the objections which might be raised against such strategies, and responses to those objections.

After all group discussion is concluded, you could ask each participant in turn to tell the group which reason(s) presented in the text or discussion would probably be the most convincing in her/his particular setting and why.

Abstracted List of Reasons for Designing
Career Options Exploration Strategies for Young Women

1. To increase young women's familiarity with the *full range* and *combinations* of life/career options open to them

2. To give young women the opportunity to explore *nontraditional occupations* for women

3. To help young women develop more *realistic attitudes* about their life/career development

4. To help young women develop *realistic expectations* of what it is like to work

5. To enable young women to *match* their personal values, interests, and abilities with the available life/career options

6. To demonstrate the *commitment* of guidance personnel to providing nonbiased career guidance to young women

7. To demonstrate that guidance personnel have *high expectations* for young women to fully develop their individual potentials

8. To enable young women to begin an *orderly* process of life/career decision-making and choice at an early age

9. To contribute to increased *stability* in career choice among young women

10. To help *reduce role conflict* among young women pursuing educational or occupational goals in addition to marriage or family goals

II. On newsprint or the blackboard, list the ten *Suggested Strategies for Facilitating Career Options Exploration by Young Women* which are described in the module. An annotated list of those strategies is included for your reference on page 12 of this guide. Briefly describe each strategy for the participants. Ask if they have tried any of these strategies in their settings, and lead any ensuing discussion. Then divide them into small groups of three or four people each, with participants from the same setting working together. Have each group choose one of the strategies described in the module text to adopt or adapt for use in their own setting. Tell them to refer to the module text as needed in choosing and working on their strategies.

Allot one hour for the following activity: Refer participants to the Objective 3 requirements in their modules which specifies an outline with three elements. They may submit individual outlines or one outline signed by all members of the group. For the strategy they choose to adopt or adapt, encourage them to work out all the details they can think of which will be necessary to implement the strategy in their setting. This includes a list of the necessary *staff* or other people required, the sequence of *steps* involved, a *schedule* for completing each step, any necessary *record-keeping* systems required, and *ways to vary* or expand on the strategy. You may want to write the above italicized items on the board for their reference as they work. Provide consultation to the groups as needed. Also tell them to select a spokesperson to report back to the entire group on their strategy at the end of the hour.

At the end of the hour, reassemble the entire group. Ask for one spokesperson from each small group. Have them take turns presenting their group's outline and the details their group worked out for the strategy they chose. If there are a large number of groups, ask for volunteers and go through as many as time permits. Outline each strategy on a blackboard or newsprint for everyone to see. If possible, xerox each group's outline so that everyone can have a copy for future reference and use. You yourself should use the Objective 3 checklist to certify that each group's outline includes all of the elements specified for successful achievement of the objective.

At the end of each description, ask for comments from the rest of the group: Can they think of additional steps to add? Have any of them tried this strategy in their own setting, and if so, do they have suggestions based on their own experience? You should try to keep the discussion focused on suggestions for making each strategy as workable as possible. Also have the group discuss the relative strengths and weaknesses of each strategy, e.g., One strong point in creating a file of names of local women willing to serve as role models is that some young women might be too shy to ask questions during a panel discussion but would feel comfortable meeting informally with one of the panel members on a one-to-one basis. One weakness to this strategy is that there may be few strong women role models in certain settings. Have the group try to think of alternative ways of accomplishing the same purpose in cases where weaknesses are noted, e.g., writing to an organization such as Catalyst, Inc. in New York City for written descriptions of adult role models, or referring young women to biographies of successful women.

Also have the participants discuss ways to adapt each strategy for use with young women from a variety of socioeconomic backgrounds, races, ages (e.g., junior high versus senior high), academic achievement levels, geographic locations, or other stratifications suggested by the participants. Have them think particularly of the conditions which exist in their own settings. Encourage participants to share their experiences by contacting you and one another after trying out their strategies.

List of Suggested Strategies for Facilitating Career Options Exploration by Young Women

1. *Panels of women*, e.g., (a) in nontraditional occupations; (b) combining marriage, family, and job careers
2. File of local women *role models* willing to meet individually with young women
3. Community-wide exploratory *work experience*
4. *Activities*, e.g., decision-making games
5. *Workshops*, e.g., on specific occupational fields
6. Young women as occupational *information specialists*
7. Young women *peer counseling*, strength and support groups
8. *Resource center* of books and other materials to facilitate young women's career options exploration
9. *Women's studies* in the regular school curriculum
10. *Sex-fair* textbooks, other instructional materials, and career interest inventories